

Progression of Genres
Shawlands Primary School
2023-2024



SHAWLANDS
PRIMARY SCHOOL



	EYFS Exposed to	Year 1 Exposed to	Year 2 Writing	Year 3 4 Writing	Year 5 6 Writing
TO entertain	<p><u>Traditional Tales</u> I know that some traditional tales.</p> <p>I know that some of the characters and make statements about them.</p> <p><u>Stories from different cultures</u> I know that these stories are not based on where I live.</p> <p><u>Simple Stories</u> I can orally discuss what happened in a simple story.</p>	<p><u>Traditional Tales</u> I know that these are imaginary stories.</p> <p>I know the stories of by heart and I am able to rehearse them orally.</p> <p><u>Stories from different cultures</u> I know that these stories will help me to understand about different places in the world.</p> <p><u>Simple Stories</u> I know that simple stories have a beginning, middle and end.</p> <p>I can orally retell the key parts of a simple story.</p>	<p><u>Traditional Tales</u> I know that stories are 'traditional' and have been told for a long time.</p> <p>I know that there are repeated themes, characters, settings and phrases.</p> <p><u>Stories from different cultures</u> I know that these stories have specific characters and settings based on the culture.</p> <p><u>Simple Stories</u> I know that simple stories usually have a problem, action and a resolution.</p>	<p><u>Alternative tales</u> I know that a twist to a familiar tale will challenge the reader's perception of what they believe about a familiar character and encourage them to consider different character viewpoints.</p> <p><u>Adventure narrative</u> I know that a simple adventure story involves the main character undertaking an action to fulfil either a physical or personal journey.</p> <p><u>Myth or legend</u> I know that a myth or legend is set in ancient history, which is reflected in the characters and setting.</p> <p>The plot is often based on a long and dangerous journey, a quest or a series of trials for a hero. I know that the plot usually includes incredible or miraculous events, where characters behave in superhuman ways using unusual powers or with the help of superhuman beings.</p> <p>I know that the plot usually involves finding or defeating a mythological creature.</p> <p><u>Fantasy narrative</u> I know that a fantasy narrative is a simple chronological narrative set in a fantasy world. I know that a fantasy narrative includes a setting and characters which do not exist on earth.</p>	<p><u>Contemporary narrative</u> I know that contemporary settings often have familiar settings and characters.</p> <p>I know that these stories involve more complex emotions and therefore are less likely to have obvious 'goodies' and 'baddies'.</p> <p>I know a contemporary narrative often reflect children's own experiences, and have a message threaded throughout.</p> <p><u>Adventure narrative</u> I know that an adventure story involves a character undertaking multiple actions and facing multiple problems or challenges to reach their goal.</p> <p><u>Suspense narrative</u> I know that a suspense story builds tension, increasing to a revealing moment at the end of the piece.</p> <p>I know that a writer uses a range of techniques to create suspense, such as withholding information.</p>
To describe	<p><u>Character description</u> I know that I can describe what a character looks like.</p> <p><u>Character description</u> I know that I can describe how a place looks.</p>	<p><u>Character description</u> I know that writers describe characters so that readers can imagine what they look and behave like.</p> <p><u>Setting description</u> I know that writers describe settings so that readers can imagine what they are like.</p>	<p><u>Character description</u> I know that writers use descriptive language to describe a characters appearance, size, shape, clothing or personality.</p> <p><u>Setting description</u> I know that writers use descriptive language to describe what a place might look like, how big it is and what it is like there.</p>	<p><u>Setting description</u> I know that by describing a setting using the senses, I can help a reader visualise a scene and imagine what it is like there.</p>	<p><u>Setting description</u> I know that by describing a setting by using figurative language, I can create atmosphere in writing.</p> <p>I know that a setting contributes to the plot, character development, mood, and theme of a piece. Children know it affects the story by engaging the reader and helping them visualize the events and context in which the narrative is being told.</p>

<p>Poetry</p>	<p><u>Nursery rhymes</u></p> <p>I know that these are types of poems that often have a certain tune or melody.</p>	<p><u>Rhyming poems</u></p> <p>I know that a rhyme is a repetition of similar sounds in two or more words.</p> <p><u>Acrostic poem (poetry week)</u></p> <p>I know that an acrostic poem is a poem in which certain letters of each line spells out a word when read vertically.</p>	<p><u>Acrostic poem (poetry week)</u></p> <p>I know that an acrostic poem is a poem in which certain letters of each line spells out a phrase when read vertically.</p>	<p><u>Quatrains</u></p> <p>I know that a quatrain is a stanza of four lines, especially one having alternate rhymes.</p> <p><u>Simile and metaphor poems</u></p> <p>I know that similes use like or as to create comparisons.</p> <p>I know that metaphors say that something 'is' something else.</p> <p><u>Haiku/Tanka/Cinquain</u></p> <p>I know that a haiku / Tanka / cinquain is a five line poem with a different number of syllables in each line</p>	<p><u>Narrative poem</u></p> <p>I know that the purpose of a narrative poem is to tell a story through verse using rhythm and rhyme to give the narrative energy so that the reader is engaged in the overall meaning.</p> <p><u>Sonnet</u></p> <p>I know that the purpose of a sonnet is usually to express love so that they can explore expressing their own gratitude in a rhythmic style.</p> <p><u>Free verse</u></p> <p>I know that free verse is any form of poetry that does not rely on consistent patterns of rhyme and meter.</p> <p>I know that free verse often represents speech.</p>
<p>To inform</p>	<p><u>Information text</u></p> <p>I know that some books include real information that lets us learn more about the world.</p> <p><u>Letter</u></p> <p>I know that a letter is written for somebody else.</p> <p><u>Instructions</u></p> <p>I know that instructions are something I can follow.</p> <p><u>Newspaper</u></p> <p>I know that newspapers are something people buy to read.</p>	<p><u>Information text</u></p> <p>I know that an information text is non-fiction, meaning it is real facts about the world, and not fiction.</p> <p><u>Letters</u></p> <p>I know that letters start with the name of the recipient, and end with your name.</p> <p><u>Diary</u></p> <p>I know that a diary is written for yourself.</p> <p><u>Instructions</u></p> <p>I know that following instructions results in something being made or completed.</p> <p><u>Newspaper</u></p> <p>To know that newspapers give us news.</p>	<p><u>Information text</u></p> <p>I know that, when writing a non-chronological report, my information has to be fact not opinion.</p> <p>I know that a non-chronological report tells us more about one animal or place.</p> <p><u>Letters</u></p> <p>I know that letters can recount an event.</p> <p>I know that letters can ask questions to give in a reply.</p> <p><u>Diary</u></p> <p>I know that diaries are written in first person.</p> <p>I know that diaries recount events that have happened to the person writing the diary.</p> <p><u>Instructions</u></p> <p>I know that instructions involve steps in a specific order.</p> <p>I know that instructions start with imperative verbs to tell us what to do for each step.</p> <p><u>Newspaper (exposed)</u></p>	<p><u>Non-chronological report</u></p> <p>I know that a non-chronological report can be read in any order.</p> <p>I know that the purpose of a non-chronological report is to learn more about the world so that they are able to begin to share knowledge they have with a wider audience.</p> <p><u>Explanation text</u></p> <p>I know explanation texts include a general statement to introduce the topic being explained.</p> <p>I know that explanation texts include steps or phases in a process that are explained logically, in order.</p> <p>I know that explanation texts use cause and effect language.</p> <p><u>Diary</u></p> <p>I know that a diary may include personal feelings, emotions and anecdotes from the events recounted.</p> <p><u>Newspaper (exposed)</u></p> <p>I know that there are local and national newspapers that can report on positive and negative stories.</p>	<p><u>Non-chronological report</u></p> <p>I know that a non-chronological report usually has an introduction, main paragraphs and an 'extra information' section.</p> <p>I know that the main paragraphs can be read in any order.</p> <p>I know that the tone and vocabulary choices of the non-chronological report can change depending on the audience.</p> <p><u>Letter</u></p> <p>I know that the tone and vocabulary choices of the letter can change depending on the character and the audience.</p> <p>I know that tense can change in a letter, depending on if you are writing about what has happened, or what is happening.</p> <p><u>Diary</u></p> <p>I know that a diary may switch tense at the end, to allow the writer to consider future actions or plans.</p> <p>I know that a diary is written informally, or in a way that represents the characters style of speaking and writing.</p> <p><u>Newspaper</u></p> <p>To know that a newspaper starts with a brief overview of an event, to establishing context.</p>

			I know that newspaper reports inform us about events that have just happened.		I know that a newspapers' purpose is to report an unbiased account of the events that took place, usually in chronological order. I know that newspapers usually include a a closing statement that may look to the future.
To persuade	<u>Adverts / posters (exposed)</u> I know that adverts on TV show you things you can buy.	<u>Adverts / posters (exposed)</u> I know that adverts are made to show off something and make you want to buy them.	<u>Adverts / posters (exposed)</u> I know that adverts make things look good so you want to buy them.	<p><u>Advert</u></p> <p>I know that the purpose of an advert is to make people want to do something (buy or visit).</p> <p>I know I have to write positively about the subject in order to be persuasive.</p> <p>I know that there techniques I can use to be persuasive, such as rhetorical questions and alliteration.</p> <p>I know that adverts need to be visually appealing to the reader.</p> <p><u>Brochure or leaflet</u></p> <p>I know that a persuasive leaflet attempts to convince someone to visit somewhere, such as hotel, theme park, restaurant or museum.</p> <p>I know that brochures and leaflets will have paragraphs to talk about different positive parts of a place – e.g. a theme park may talk about the food, the rides, the hotel and the pool.</p> <p>I know that brochures and leaflets talk only positively about the place you are persuading them to visit.</p> <p>I know that brochures and leaflets might also include key information about the place, such as directions, telephone numbers and opening times.</p>	<p><u>Letter</u></p> <p>I know that letters can be used to persuade your audience to listen or take action.</p> <p>I know that arguments or points in a letter need to be given in clear paragraphs, with examples provided.</p> <p>I know that there are techniques that can be used in a letter to be more persuasive, such as repetition or exaggeration.</p> <p><u>Speech</u></p> <p>I know a speech needs an opening statement that sums up the viewpoint being presented.</p> <p>I know that speeches need to consider sentence structure to keep the speech engaging and to the point.</p> <p>I know that speeches need to give clear points, with evidence to back up the point.</p> <p>I know that speeches need a closing statement which repeats and reinforces the original point of view.</p>
To discuss				<p><u>Discussion texts (exposed)</u></p> <p>I know that discussions can take place about a topic, where people can agree, disagree or see both points of view.</p>	<p><u>Discussion texts</u></p> <p>I know that discussion texts generally discuss topics which have two clear points of view, one for, and one against the topic.</p> <p>I know that discussion texts have to present both viewpoints and provide evidence for them.</p> <p>I know that discussion texts are not based on my opinion, but a collection of other people's opinions.</p>

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